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ABSTRACT

This guide for refining state plans for career education was developed to assist states in revision of their state plans to satisfy requirements of Public Law 95-207. The guide is divided into fourteen chapters. Chapter 1, the introduction, contains background information on the assessment conducted to develop the guidelines. (A full report of this assessment is contained in CE 023 030.) Chapters 2-14 present guidelines for revising the following elements of the state plan: rationale for career education; needs assessment; status of career education in the state; objectives of the state plan; implementation strategies; staff development; articulation; program management and implementation; evaluation; dissemination; budget; technical elements; and characteristics of the Local Education Agency plan. At the end of each chapter is a checksheet for coordinators to use as they review their plans to determine the need for revisions. (BM)

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MODEL STATE PLAN CHARACTERISTICS

A Guide for Refining State Plans for Career Education

by

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Chapter 1

INTRODUCTION

Purpose of This Document

Under contract with the Office of Evaluation and Dissemination, U.S. Office of Education, Southwest Regional Laboratory completed the project entitled Assessment of State Plans for Career Education. Principal tasks of the project were to develop criteria for the assessment, to reflect the intent of Public Law 93-380; to assess state plans according to these guidelines and to submit reports of these assessments to the coordinator of career education and the chief state school officer of each state; to develop guidelines to assist states in revision of their state plans to satisfy requirements of Public Law 95-207; and to develop a model for state plan development.

Assessment of the 49 state plans submitted for review (45 states, the District of Columbia, and 4 territories) revealed pervasive weaknesses. Only 23 of the 49 plans received average ratings of adequate to strong across all elements. Most states were rated weak on at least one of the 11 elements. No state was rated strong on all elements.

After receiving reports of their state plan assessment, 28 of the 49 states submitted revisions and/or addenda to strengthen their plans, particularly on elements rated weak. Twenty-five of the 28 states improved their overall ratings by this action. Still, only 30 of the 49 state plans (61%) were rated adequate to strong on final drafts (which included plans of those states that did not choose to submit revisions or addenda).

Although all states were required to prepare revisions and/or additions to their state plans to qualify for FY '80 funding under P.L. 95-207, the Career Education Incentive Act, the project staff's experience in reviewing the revised plans of 28 of the states supports the hypothesis that most if not all state plans fall short of being model state plans.

Since all states had written and revised state plans for career education, it appeared not to be expedient for project staff to develop a model state plan. With the approval of the project officer, thrust of the document was altered to provide guidelines for revision of state plans to include model state plan characteristics. Because of changing populations, needs and conditions, state plans must be dynamic documents, sensitive to emerging changes before the changes become reality. This document, then, is intended to assist coordinators of career education and their advisory groups as they perform the continuing task of annual review and revision of state plans as required by P.L. 95-207.

At the end of each section there is a checksheet for coordinators to use as they review their plans to determine the need for revisions. Coordinators are asked to complete the checksheet for each section, referring to the text for explanations and examples when they are not sure they have adequately represented a specific point in their plan.

Importance of Refining State Plans

Career education promises to be the catalyst for the achievement of true education (preparation for effective functioning in all life roles) in schools and other disciplined forms of instruction. Carefully conceived and administered, career education can make education meaningful and relevant for all children and youth in the nation. That's a powerful claim--one that would win many converts to career education--IF it can be accomplished. The key to accomplishment is seen in the first phrase of the second sentence above: "Carefully conceived and administered."

The vast amount of effort that has gone into developing career education programs at state and national levels attests to educators' commitment to achieving education, and demonstrates their conviction that a school-work alliance is basic to such achievement. For the most part, individual programs are administered well. Three conditions that prevent many programs from having the desired impact on students are: 1) failure to build the program on a sound conceptual base; 2) failure to provide real and logical linkages between and among the new program and other programs within the education agency; and 3) failure to use evaluation findings to revise and refine the program. While presenting the elements basic to effective career education planning, implementation and evaluation at the state level, this document stresses the importance of conceptual bases and linkages. Suggestions are provided for state program planners, developers and implementers to refine and strengthen state plans for career education.

The Guide describes characteristics of a comprehensive and internally consistent state plan and presents procedures for modifying a plan to reflect these characteristics. The Guide is not intended to be doctrinaire. Rather, it is designed to encourage creativity and flexibility, while defining appropriate parameters and possible extensions. Examples provided are just that: examples.

The several levels of responsibility that apply to education in general apply to career education as well. For example:

The federal level. There are responsibilities at the federal level. These include legislation and U.S.O.E. responsibilities covering policy, funding, and provision of leadership to insure consistency throughout the states so that all students will have access to career education regardless of their geographical location and other state-specific characteristics.

The state level. The state departments of education have responsibility for funding local education agencies with state funds; for allocating federal funds to LEAs; for providing leadership and support through the development of model plans and curriculum guides, and through provision of instruction and technical assistance to LEAs.

The local level. Local education agencies have responsibilities for planning, implementing, and evaluating career education programs that facilitate and enhance students' personal choice and responsibility.

This document addresses the second level: the responsibilities that deal with the state government in its constitutional supervision of education in the state. This is a Guide for refining already existing state plans. Although some elements of an LEA plan parallel those of a state plan, there will be signficant differences between the two, particularly in objectives, strategies, and evaluation. It would be inappropriate for LEAs to adopt a state plan rather than to develop their own. To bridge the gap between the two, this Guide presents suggestions that may be helpful to SEAs as they prepare or refine guidelines for LEAs to develop plans for career education.

Chapter II

THE STATE'S RATIONALE FOR CAREER EDUCATION

The state's rationale for providing career education for students forms the base upon which other plan elements rest. The rationale sets the context - the principle - for the position (e.g., these are our beliefs and these are the principles upon which they are based). Statements of fact about student, community, and local employment characteristics; assumptions about students' rights and needs; assumptions about societal conditions and needs; assumptions about the role of the school in the career education of students;--are just a few of the types of statements that might be included in a state's rationale.

To determine whether your state's rationale needs revision, you might begin by reading or reviewing your state department of education's statement of philosophy. You may find that the philosophy was written long ago and is either nebulous or lacks many of the concepts to which recent education has been committed (e.g., equal access, equal rights, elimination of bias and stereotyping, education for the future, education for various life roles, etc.). If this is the case, you may decide to take the steps necessary to update that philosophy so that it furnishes substantial support for the thrust of your career education program.

You are reminded that no program may be in conflict with the SEA's adopted policies, and the philosophy is a rationale for the policies. Even though your plan may not be in conflict with the state's philosophy, if it proposes to stress many concepts that are not included in the philosophy, while possibly neglecting others, it may be difficult to gain Board support for implementation of the plan. Moreover, if you begin with an inconsistency between Board policy and career education rationale, you will find the inconsistency magnified as you operationalize your plan.

Regardless of whether you are able to get your state's philosophical position updated, you will need to make sure that your stated philosophy with regard to career education is a philosophy on which each of the other elements of your state plan can rest. Extreme care is needed in refinement of this statement, as it defines the direction and parameters of the plan. As you review each element of your plan you will need to check it against your philosophy for relevance and consistency.

What is Included in the Philosophy

In reviewing and refining the statement of philosophy for your career education plan, you will want to look at areas of concern in your state. For instance, you may find that in your state as in many

other states many children fall through the educational cracks. Schools have been described as rejective institutions, sifting, sorting and selecting children for various special programs (or for temporary or permanent separation from formal schooling). Whether the sifting results in grouping within a classroom or assignment to a special class, emphasis on the educational disability often results in diminished emphasis on those needs the child shares with more fortunate peers. If this is a major concern in your state, the statement of philosophy presents the opportunity to declare the state position on educational equality, to identify those subpopulations of children needing special help to move efficiently through the career development stages, and to declare its commitment to the career development of all children regardless of the obstacles. Local and societal needs should be reflected in the plan. However, this should not be an empty "popular" statement. Make the statement only as inclusive and broad as the state is willing and able to accommodate. For instance, it would make no sense at all to state that multihandicapped children in a developmental disabilities class would have the same educational opportunities as the general population of pupils. Make sure that your statement of philosophy covers the above areas: concerns/issues, commitment to career education, and linkages with other programs. Various others which relate to the priority and directions of your total educational program may also be included.

Commitment to career education

Either the state believes in career education or it does not. Perhaps it believes in career education as long as federal dollars are available, but it is not committed to career education as part of the state's budgetary thrust. Perhaps it equates career education with vocational education, and regardless of the statements made in your plan, will continue to stress saleable skills rather than career development (including planning and decision making). The statement of philosophy must reflect the state's posture on career education, and the place of career education in state priorities. If it does not, other elements of the plan may be inconsistent with the philosophy.

Linkages with other programs

Earlier we mentioned the importance of linkages. When you were writing your plan you probably did not have the time or resources to thoroughly explore collaborative relationships with other educational programs. States will find that career education becomes a costly entity rather than being absorbed into other program budgets if they do not refine attempts to facilitate relationships between and among programs. Your plan may have been written without examining what other state programs are doing. There may be overlap or conflict; or there may be unnecessary duplication of resources. Now is the time to take a close look at this part of your plan, and build in collaborative relationships wherever feasible, to furnish a support base for strategies and budget. Collaboration between and among programs at the LEA level is greatly encouraged by models of such collaboration at the state level.

Conceptual Base

Career education for personal choice

Career education has a purpose, and that purpose is much broader than that of vocational education (preparation for work). As we become increasingly aware of the importance of personal choice and decision that support effective functioning in all life roles, regardless of personal and/or environmental changes, we realize the need to help children and youth move through developmental stages or phases in a timely fashion, with minimal problems for self and society. It is appropriate at this point to review that section of your state plan that presents the conceptual base upon which career education in your state rests. If you need a conceptual model as your base, review that model now and see if it serves your philosophy well. For instance, if you used the California Model of Career Development* your conceptual base will include Education, Work and Leisure Alternatives; Life Styles and Personal Satisfaction; and Career Planning and Decision Making. You will need to see whether the model reflects all the points made in your philosophy, or if there is need to expand it, possibly through statement of desired learner outcomes.

Models of career education

If on the other hand, your conceptual base is a straightforward statement developed by the same person or group who developed your statement of philosophy, you probably will find the two to be fairly consistent. Whereas borrowed models may be richer in their language and concepts, they may not be as compatible as locally developed statements. Check for this compatibility, and adjust your conceptual base as needed--even if this means modifying or abandoning a model. It is very unlikely that any existing model is exactly right for your state.

The following passage from the Idaho State Plan for Career Education is an example of a state developed statement:

> CONCEPTUAL BASE FOR CAREER EDUCATION
>
> Career education, as a major emphasis in American education, represents a response to the call for basic changes in the educational system that are urgently needed. In the relatively brief time since the concept was introduced it has met with a high degree of acceptance. The Council of Chief State School Officers believes that

*Cunha, J. et al. "California Model of Career Development." Fullerton, California, California Personnel and Guidance Association, 1972.

the concept of career education offers considerable promise for resolving some of the problems that have led to a call for reform in American education. It helps answer the question, "What is the purpose of the school?" Its base is found in the history of American education reflecting various movements that have changed and shaped the nature of education in the last two hundred years. Career education attempts to answer the current cry for more relevancy to the "real" world, and is one visible solution to resolving the identified need for a reform in education. As an integral part of school curriculum career education serves as a vehicle to make schooling more meaningful and worthwhile.

Career education serves all people, youth through adult, and is developmental in nature. It provides for the full participation of, and addresses the special needs of, the handicapped and other educationaliy disadvantaged individuals such as Migrants and Native Americans. It aims to show students the relationship between school and the world of work. It helps students to become aware of the world around them and to appreciate schools as a place where aptitudes and interests, when combined, can be used as a basis for human growth and career development. As such, career education offers a means by which educators can motivate students. It develops in students an appreciation of the values of a work-oriented society. It enhances the development of positive attitudes toward self, family, others, school, jobs and societal responsibilities.

Career education helps students appreciate the non-traditional work roles that individuals play in society. It helps to eliminate sex role stereotyping in the world of work. It helps students understand and appreciate the various life roles in which all individuals at one time or another may participate, such as consumer, producer, wage earner, responsible citizen, family member, and leisure-time participant. Through career education individuals discover the ways that their responsibilities and obligations are satisfactorily fulfilled in society. Career education aims at helping students learn how to make realistic career decisions by providing them with varied, objective and reliable information. Such data is valuable because it is the only resporsible way to help students plan for the future and anticipate future job trends and opportunities. Career Education reemphasizes the relevancy of the school's curriculum.

Definition

Perhaps your definition of career education was taken from an OCE or CCSSO document. Perhaps your plan quotes a series of definitions but does not present one of its own. Perhaps your definition was developed by your advisory committee. In any case it is possible that your perceptions of career education have changed somewhat since the plan was written, and that your definition needs to be expanded or restated. Rework your definition to make it as clear as you can, and expand it either by adding subpoints or in a structured, well-labeled discussion. A rambling discussion covering every career education concept ever thought of will only muddy and dilute your definition, and will dim the focus of your program. By now your experience with your plan should help you see what parts of the definition and discussion are important. You might include some of the following concepts, presented here as examples only:

Career education as central to all of education

If you believe that career education is integral to all of education and is basic to the concept of career development, you need to explicate this concept. If it is not stated as part of the state's conceptual base and/or definition, it will be difficult to justify future actions, such as inclusion of career education concepts in all the state's curriculum guides.

Students with special needs

Probably your state is committed to career education for all children, including those who are educationally disadvantaged, and this concept has been included in your philosophy. If so, make sure the concept has been carried a step further, into your definition and discussion. Then when you are ready to review your needs assessment, your objectives, etc., you will not overlook these populations and the special considerations they may require.

At this point you may want to list those subpopulations for which your state will provide: physically handicapped, minority children (specify any nontypical minorities, e.g., American Indians, Eskimos, Vietnamese, etc.). Indicate whether the state intends to DELIVER career education to all children or to ensure that all children will be helped to move through the defined developmental stages (although pace of movement will vary). Merely stating that career education will be made available to all children is not enough. It is the OUTCOMES of such availability that need to be addressed here.

Include the community

Using any career development model, most schools will find that they are not equipped with adequate resources and opportunities to meet all the career development needs of their students. The larger community needs to be included in the learning environment. If this is the case in your state you will want to develop this portion of your statement to specify the kinds of community groups with which the schools may effectively collaborate, and suggest the nature of the collaboration. A phrase such as "extending the schools into the community" does not communicate very much. On the other hand, the definition of career education is illuminated in the following statement:

"Extended collaboration with public and private agencies and groups (e.g., business, labor, industry, government, professions, service organizations and agencies, parents and other community groups) in planning, implementing and evaluating programs, will enhance the schools' efforts in career education."

Life roles

Your definition may include the concept of preparing individuals for effective functioning in all life roles, including work, home, community, leisure, and retirement roles, and recognition of career development as subject to self direction. These points may be treated separately or they can be explicit in the statement of desired learner outcomes.

Future-oriented

A definition that is future-oriented will not be outdated before it is adopted. Recognize the growing need for flexibility as individuals experience an ever increasing rate and kind of change in all life roles (work, marriage, family, social life, retirement, etc.), and include this concept in your definition and discussions. Make sure your definition/discussion address the need for generic knowledge and skills along with planning and decision making skills, and attitudes that support smooth transition in all life roles.

Desired Learner Outcomes

Declaration of your conceptual base with your statement of philosophy and your definition and discussion define the domain of career education for your state. This domain should have been translated into desired learner outcomes--in other words, into the knowledges, attitudes and skills all students in your state are expected to possess as they leave each level of education. Unfortunately, some states did not state learner outcomes, so a gap was left between philosophy and program. If you have done a good job on revision of your statement of philosophy and definition, it will be comparatively easy to check your learner outcomes (or to write new ones) to see that they are accurate and complete reflections of the state's beliefs. Your statement of desired learner outcomes should PRECEDE your needs assessment; in fact, the outcomes become the content of your needs assessment instruments. If the learner outcomes are relegated to appendices or separate documents, they are apt to be left out of the linkage system.

As you review/revise your desired learner outcomes, attend to the following:

Reflect the state's philosophy

Be sure that you have not emphasized something in the first two parts of this section, and then ignored it in the outcomes. For instance, if you have made a point of the state's commitment to help educationally disadvantaged students attain the same levels of career development as other students, this should be reflected in your outcomes. Check your statement of philosophy and your definition and discussion carefully, and verify that each concept has been carried to this next step. In other words you are saying, "If I believe this . . . then students must be able to do this. . . ."

Reflect your developmental model

Check your conceptual model and verify that your list of outcomes follows the same sequence, covers all aspects of the model, and includes all levels of education in the schools (elementary, intermediate, secondary). The desired learner outcomes should represent attainment of a level of knowledge, attitudes and skills by the end of the twelfth grade which supports the students' transition to the next phase of each of their life roles.

Determination of outcomes

If your plan does not explain how desired learner outcomes were determined, insert this information. Who determined them? Using content from what conceptual model(s)? Following what procedures? Relationships between and among the state's philosophy, definition of career education, content of needs assessment, desired learner outcomes and LEA objectives for students should be specified. It is not enough that analysis of all these parts shows that they are consistent. The consistency should be deliberate, not accidental. Explain the relationships.

When you have completed revision of this section of your plan, check back to verify that each of the parts (philosophy, conceptual model, definition, learner outcomes) is consistent with the others. Any inconsistency should be reconciled now, before progressing to next steps.

Checklist

CHARACTERISTICS OF A MODEL RATIONALE

Yes	No	
___	___	The state's rationale for providing career education for all students K-12 is presented.
___	___	The rationale is consistent with the state's general statement of philosophy.
___	___	State and societal needs are reflected in the statement.
___	___	The statement specifically reflects commitment to career education for all students including the handicapped, minorities, and other educationally disadvantaged students.
___	___	The rationale section addresses the major concerns and issues in the state as they relate to career education.
___	___	The degree of commitment of the state to career education is specified, including its ranking in state priorities.
___	___	Linkages of career education with other programs are covered.
___	___	The conceptual base upon which the career education program will rest is presented.
___	___	The conceptual base identifies areas of career development that will be covered in the state's career education programs.
___	___	The conceptual base is consistent with the philosophy/rationale.
___	___	The state's definition of career education is presented and is consistent with the rationale and the conceptual base.
___	___	The definition and/or discussion present plans for collaboration between school and community.
___	___	The definition includes preparation for all life roles, not just for work.
___	___	The definition is future-oriented and stresses the need to prepare students for rapid change.
___	___	Desired learner outcomes are presented.
___	___	Desired learner outcomes reflect a K-12 emphasis.

Yes	No	
___	___	Desired learner outcomes follow the same sequence and cover all aspects of the conceptual model.
___	___	Desired learner outcomes include knowledges, attitudes and skills needed to support students' transition to the next phase of each of their life roles.
___	___	The origin/source of desired learner outcomes is given.
___	___	Relationships between and among the rationale, the conceptual model, the definition and the desired learner outcomes are explained.

Chapter III

NEEDS ASSESSMENT

For various reasons, including lack of time, money and staff, many states did not conduct adequate needs assessment during development of their plans. Even if you did conduct a needs assessment, you need to review the content, procedures, and use of results to see if there is need for additional needs data. Also reflect on local, state and national events or situations that occurred since your needs assessment and that may call for different emphases for career education in the state. Student needs, societal needs, and program needs (resources/staff development) must be considered.

Needs assessment is one of the most misunderstood concepts in education. A description of a need as "a discrepancy between what is and what should be" has become a cliché, yet few needs assessments make any attempt to discover what is. Moreover, most needs assessments seek uninformed opinions, frequently unrelated to the philosophy, definition, and desired learner outcomes. A principal problem appears to be that educators planning to implement needs assessments search for available instruments or develop instruments by brainstorming with a few staff members or with an advisory council, with no reference to the conceptual base. Another problem is that some SEAs use instruments intended for needs assessments at the LEA level.

A true needs assessment has two parts: desired outcome assessment and current program assessment. Instruments used for each of these components should be based on the state's conceptual model of career education and consistent with the state's philosophy and definition. Examine your state plan to determine whether the needs assessment furnished adequate information about current programs and desired outcomes. It is doubtful that it did. Few state plans submitted to OCE as a result of P.L. 93-380 funding had any evidence of current program assessment. If this was not done before your plan was developed, it needs to be done now.

Desired Outcome Assessment

Assessment of Student and Societal Needs

If you need to design and execute an appropriate assessment of the need for career education in your state, the following guidelines will help you. Reporting the needs assessment process and results in your state plan lends credence to the plan, furnishing the critical link between conceptual base and objectives.

Schedule and assignments

Tasks, persons responsible, and timelines for needs assessment activities need to be determined. These can be presented in narrative form or in chart form. In either case, the display of this information will facilitate careful planning, reasonable timelines, and designation not only of the person who has overall responsibility for the needs assessment, but also the responsibilities of advisory groups and others who contribute to the design and implementation of the needs assessment. A sample of an Outcome Assessment chart might look like this (called a T/T/T):

TASK	TALENT (person responsible)	TIME
1. Develop needs assessment instrument based on the state's conceptual model.	1. Coordinator of Career Education	1. By 8/1/80
2. Pilot test instrument on sample of populations to be included in the assessment.	2. Coordinator of RCU*	2. By 9/1/80
3. Refine instrument and instructions and reproduce.	3. Coordinator of Career Education	3. By 9/15/80
4. Determine populations to be sampled, sampling procedures, and numbers to be included in the sample.	4. Planning team, with input from Advisory Group	4. By 9/15/80
5. Select populations to be assessed, based on Advisory Group recommendations.	5. Statistical Division	5. By 10/1/80
6. etc.	6. etc.	6. etc.

*This assumes that the state career education unit has established a collaborative relationship with the RCU and other units within the SEA.

Content of instruments

Another area for review of your plan is the content of the needs assessment instrument(s). If you need to conduct a new needs assessment, the content may be derived from many sources. Possible sources include the various conceptual models developed by state departments of education as well as by laboratories and centers engaged in educational research and development; examination of the concepts implicit and explicit in the state's conceptual base; demographic studies; census studies; surveys conducted by various social agencies. Choose your sources and explain why the particular source or sources were selected; present a rationale clearly describing the relationship between the source(s) and the conceptual base. Each concept in the conceptual base should be covered. Be sure the instrument addresses the needs of special populations and is socially fair. Provide an opportunity for respondents to identify unexpected or hidden needs.

Population samples

Did your needs assessment seek input from all groups invested in education? Student and societal needs should not be determined by one or two groups--certainly not by state department staffs exclusively. If you will be doing a new needs assessment, populations sampled may include, for example, state department staff members, representatives of local school administration, teaching staffs, counseling staffs, students at all levels, parents of students at all levels including parents of handicapped students, representatives of business, labor, industry, professions, government and the general community. All of these populations have an investment in education and a right to help determine the directions of any major program thrust. Again you are reminded that the samples chosen will represent state, rather than local, needs.

If your plan does not already do so, list the populations that were included in the survey, indicate the numbers of respondents from each of the populations and how these particular respondents were selected. Where there are clearly identifiable subpopulations within a population (e.g., Black, Orientals, and Spanish-speaking among the parent groups), the sampling procedures should reflect an attempt to include samples of each of these in proportion to the numbers in the total state population. If they do not, additional data collection may be needed. Use of a table of random numbers is the most acceptable way to choose a sample of a population. Other commonly used methods, such as using every fifth name on a list, do not represent true sampling, as those persons whose names are not in that position have no opportunity to be selected. A table of random numbers gives everyone an equal opportunity to be selected at any time. In writing this section of your plan, explain the rationale for using the samples described. The results of the needs assessment should reflect the community milieu.

Administrative procedures

Add to the credibility of your needs assessment by reporting on whether the instruments were administered in person, by mail, by telephone interview, etc., who administered the instruments, what background information respondents were given to inform their responses,

what motivation they were provided for completing the instruments accurately, and how and when the results were will be communicated to them.

Full response

Obviously, there is no point in using a sampling procedure if there are no efforts to insure a full response. Describe the steps taken to insure full response on the initial administration, and also plans for following up on non-respondents.

Weighting responses

Did you weight the responses on your original needs assessment? If you are planning an updated assessment you may want to consider weighting. Since you will receive responses from a number of populations, you will need to determine whether all responses will be pooled or whether the responses from certain groups should be given greater weight than those from other groups. For instance, you may include a large number of parents in the needs assessment, but you may feel that parents typically are not aware of state needs, whereas the SEA staff is experienced and aware of those needs. Therefore, you may want to give parent responses a weight of one, and staff responses a weight of two in summarizing the responses from all groups. Whatever methods will be used in aggregating the data should be described in the plan. Also state how the results of the needs assessment will be used.

Recurrent assessments

If this needs assessment reported in the plan was the first state needs assessment, that fact needs to be stated in the plan. If, on the other hand, there were previous needs assessments, the dates and results of those needs assessments should be reported. If those results in any way affected determination of current needs, indicate that also. Relate recurrent needs assessments to each other and build on past experience. Needs assessment is a continuing educational task, never final or complete.

Other data sources

Perhaps when you were developing the plan your total needs assessment was based on a survey. Data sources other than the instruments referred to above are helpful in determining student and societal needs. Data sources may include demographic data, job trend data, mobility data, employment data, etc. In some cases both national and local data may provide information useful in determining student and societal needs. If these data were used, report them and indicate what contribution they made to the determination of needs.

Resource Needs Assessment

Few state plans reported adequate assessment of resource needs. Resource needs should not be determined by one person or by a small group of state staff members. If a resource needs assessment was not conducted during development of the plan, consider doing one now.

Broad input

A look at the results of the student and societal needs assessment will hlep decide the resources needed to meet those needs. However, the needs should be viewed from various perspectives. At this point it might be propitious to include parents and community representatives as well as IEA and LEA administrators and staff members in the determination of resource needs. Identify these populations in the plan.

Population sampled

The same criteria used in selecting samples for assessment of student needs apply in determining the samples of populations to be included in determination of resource needs.

Instruments

Include the resource needs assessment instruments in the Appendix of your plan and reference them in the needs assessment section of the plan. In the assessment, include human, technological, material and financial resources needed for the state to provide knowledge, materials, and technical assistance to IEAs and LEAs in the design and implementation of their plans.

Staff competencies

In assessment of human needs a listing of needed competencies for delivering on the state plan will make it possible to do a competency analysis of current state staff and to determine staff development needs based on this competency assessment. Unless human needs are listed in terms of competencies, such determination of staff development needs is impossible.

Administration of instruments

Again, the administration of the instruments needs to be explained.

Data analysis

Remember that we are speaking here of resource needs for implementing the state plan, not local plans. Data should be summarized and analyzed with this in mind.

Staff Development Needs

If you determined the human resource needs for implementation of the state plan but did not determine current staff competencies, it will be impossible to plan appropriate staff development activities. Such determination is imperative.

Determine competencies

If your state department staff is large, you may wish to sample. However, it is more likely that you will want to determine the competencies of all staff members. In either case, specify the population sample.

Instruments

Although there are some instruments available to determine competencies, those competencies needed for implementation of state plans for career education are so idiosyncratic that is unlikely that any existing instrument would serve the purpose. It is therefore

recommended that you develop an instrument for determining current competencies. Ideally, the competencies would be determined by direct observation of the person in action; however, this is seldom practical. Because the staff members will be expected to "deliver" on any competency they declare that they possess, it is acceptable to develop a questionnaire or rating scale asking each staff member to rate himself/herself on each of the competencies. Rating scales could range, for example, from "very competent," through "need some help," to "need much help."

Competency analysis

Indicate how the results of the competency analysis will be summarized and what will be done with these summaries. The analysis will point directions for staff development in the state.

Current Program Assessment

As explained on page 13, needs assessment has two parts: desired outcome assessment and current program assessment. In order to know where the state's efforts should be focused, it is important to know what desired learner and societal needs are being met by current programs, both state and local. Only in this way can the state determine where technical assistance programs and services are needed and what kinds of training, pre- and in-service will be needed to implement career education throughout the state.

Unfortunately, many states failed to conduct a current program assessment. Many of those that did presented a laundry list of things that they had done. This really tells very little about the status of the program.

LEA Implementation

Current status

If you did not do this before, explain how the state gathers information and what information it gathers about the number and/or percentage of elementary and secondary schools currently implementing career education concepts. Present supporting evidence. For instance, if there is an annual reporting system in which LEAs document what has been done in career education during the year, a summary of these reports may be presented.

Types of programs

It is not enough to know that a certain number or percent of elementary and secondary schools are doing something in career education. It is also important to know the types of programs that are being implemented. For instance, some schools may have a total infusion program, kindergarten through twelfth grade, whereas others merely have a one week experience such as a career fair. These various types of programs need to be described and displayed, along with the approximate percentage of schools implementing each type of program.

Technical assistance received

Here is the point at which the state can indicate the kinds of leadership, technical assistance, training, and other help the SEA has given to the LEAs for the design, implementation, and maintenance of their career education programs. However, the listing of these contributions should be directly related to LEA action. Again, it is not enough merely to say that a workshop was held to help LEAs know how to design a career education program. Rather, there should be an indication that, for instance, after three regional workshops on designing local career education programs, a certain number of LEAs developed designs for career education programs.

Program outcomes

Unfortunately, much program assessment has been limited to a statement of the existence of program processes rather than any emphasis on program outcomes. One of the most important professional contributions the SEA can make to education in the state is to accept responsibility for monitoring the success of programs and practices in LEAs. Obviously, guidelines for LEAs should present appropriate procedures for LEAs to evaluate their programs, but in addition to that, there should be a process for SEAs to know the state of existing programs and practices in the LEAs.

Instrument

Whether a form or a questionnaire or other instrument is used to gather the needed information, include the form or instrument in the appendix.

Data analysis

Procedures for analyzing reports from the LEAs, for summarizing, and for determining the state of career education within the state should be displayed.

SEA Implementation

Evidence of effectiveness

How did your state plan provide for assessment of the state's current efforts in career education? To what extent has the state plan for career education been implemented? Is it on target? What is the evidence of effectiveness of programs, services, and materials? Now is the time to determine whether your plan is working.

Coordination with other state programs

One of the reasons that career education has appealed to educators and the lay public as well, is that it presents itself as a unifying factor for all of education. It would be inappropriate, therefore, for career education at the state level to operate in a vacuum. Many other state programs, such as vocational education, pupil personnel services, Title I, Title IV, Title VII programs, etc. hold objectives and use processes and materials that are common to career education directions. By including them in the current program assessment, the career education unit of the state department of education can exercise leadership in bringing together the various state programs that contribute to the career development of students and/or to development of IEA or LEA staffs. A close look at objectives, resources, budgets,

and activities can point out areas in which collaboration does or can serve the purposes of more than one branch of the SEA, thus conserving resources and ensuring that all students will be served. Relationships explored at this time can suggest procedures for strengthening these relationships and improving the plan. All current programmatic thrusts/ curriculum development efforts at the state level need to be explored as part of the current program assessment. Look for strengths as well as gaps and areas needing improvement.

Establishing Priority Needs

In reviewing the previous parts of your needs assessment section, you determined whether student and societal needs, resource and staff development needs, had been adequately identified and what was the current status of programs and services to meet those needs. It is now time to review your procedures for prioritizing these needs, to determine whether plan priorities are still viable.

Discrepancy analysis

SEAs, whose state plans attempted to focus on all of the student, societal, and resource needs that emerged from the needs assessment, found themselves in a morass of frenetic activity. States that selected a few priority needs for early concentrated effort found themselves with rational, reasonable implementation programs. There must be a determination of the most important needs to focus on initially. If your plan did not do this, now is the time. Ideally, a discrepancy analysis between the needs being met by current programs and the needs determined in the desired outcome assessments will be used to establish priorities. Matching these priority needs with the resources available and resources needed will help determine how many of the priority needs can be met in each of the next several years of program implementation. Whatever analysis is used to determine priorities, report the procedure in your revised state plan.

Display priorities

It is not enough to indicate how priorities were set. Display priorities--student, societal, resource, and staff development needs--to be addressed by the state plan. If priorities are already listed, check the wording because future sections of the plan will need to be compatible with these statements. This is the point at which you declare the extent of the intended state effort.

For further information on planning and conducting needs assessments, see Witkin (1978).[1] A thorough, consistent, continuing needs assessment will provide a strong base for plan development, implementation and evaluation. Be sure to include all the partners in education in determining your needs. To do less risks presenting a seriously biased starting point for educational design.

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[1] Witkin, Belle Ruth. An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate and District Levels, Alameda, California, Alameda County Schools, 1978.

Checklist

CHARACTERISTICS OF A MODEL NEEDS ASSESSMENT

Yes	No	
___	___	The needs assessment reported in the state plan is current.
___	___	The needs assessment reported in the state plan addressed student, societal, and program needs.
___	___	The content of the needs assessment instruments faithfully reflected the conceptual model.
___	___	The schedule and assignments of the needs assessment were presented in the plan.
___	___	The content of the needs assessment instrument(s) was socially fair.
___	___	The needs assessment addressed the needs of special populations.
___	___	The needs assessment instrument(s) were responded to by a variety of populations including students, parents, LEA and SEA staff members, business, industry, labor, government, professional, etc.
___	___	Sampling procedures considered subpopulations.
___	___	Sampling procedures resulted in selection of a representative sample of each group.
___	___	Procedures for administering the needs assessment instrument to each population were provided.
___	___	The populations sampled were given background information to inform their responses.
___	___	Efforts were made to insure a full response to the needs assessment instrument(s), and are reported in the state plan.
___	___	The needs assessment built on previous needs assessment efforts.
___	___	Data sources other than a needs survey were explored.
___	___	An assessment of resource needs was conducted and reported.
___	___	The resource needs assessment looked at human, technological, material and financial resources needed to implement the SEA plan.

Yes	No	
___	___	Competencies SEA staff need to implement the plan were determined.
___	___	A competency analysis of SEA staff members was conducted.
___	___	The needs assessment reported in the plan included assessment of current program.
___	___	The current program assessment includes types of career education programs being implemented in LEAs, and percentages of schools implementing each.
___	___	Procedures used for determining type and extent of LEA implementation are presented.
___	___	Procedures for assessing the status of other state programs' contributions to career education are reported.
___	___	Procedures for establishing priority needs were reported and are still appropriate.
___	___	Priority needs were stated in the state plan.

Chapter IV

STATUS OF CAREER EDUCATION IN THE STATE

This section of your state plan will need to be revised if you have done anything in career education during the last year. One spinoff of an updated needs assessment will be an accurate picture of the current status of career education in the state. Although you may have documented the state's efforts in career education in the original plan, you may not have evidence of the effectiveness of these efforts. Keep this in mind as you review the evaluation section of your state plan.

In the meantime, organizing a display of the status of career education implementation in the state will provide a realistic perspective from which to review state plan objectives and strategies. Display LEA and SEA implementation efforts separately and illustrate the support relationship between SEA efforts and LEA efforts.

LEA Implementation

Few state plans reported the status of LEA implementation of career education. Hopefully, by now you have had time and opportunity to gather such information. You will want to use this information to update your state plan. Indicate the numbers/percentages of elementary and secondary schools currently implementing career development concepts and present supporting evidence. Describe common types of career development programs in the state and give approximate percentage of elementary and secondary schools implementing each type of program.

SEA Implementation

Support of LEA efforts

Your plan probably presented a list of documents developed, workshops held, etc. Instead, describe the state's contribution to the design, implementation, and maintenance of career education programs in LEAs in the state. This includes legislation; policies; staff development programs; preservice education programs; development of technical and material resources; financial resources assigned to career education; technical assistance provided; curriculum guides; contributions of other state programs to the career education effort; etc. Hopefully, this brief list will give you some idea of the kinds of leadership states need to provide for LEAs.

Resources available

Here is a spot for a summary presentation of resources available to LEAs for implementation of career education programs, including curriculum guides, curriculum units, and other materials which the SEA has made or can make available to LEAs.

Checklist

CHARACTERISTICS OF A MODEL STATEMENT OF STATUS OF CAREER EDUCATION IN THE STATE

Yes	No	
___	___	The state plan section on the Status of Career Education includes state activities and accomplishments since the original state plan was written.
___	___	The state plan presents the types and percentages of career education programs being implemented in the LEAs.
___	___	The state plan describes the state's contribution to the design, implementation, and maintenance of career education programs in LEAs.
___	___	The state's efforts include such areas as legislation; policies; staff development programs; preservice education programs; development of technical and material resources; financial resources assigned to career education; technical assistance provided; curriculum guides; contributions of other state programs to the career education effort; development of curriculum guides.
___	___	The state plan includes a summary of resources available to LEAs for implementation of career education programs.

Chapter V

OBJECTIVES OF THE STATE PLAN

Does your state plan specify objectives that are measurable and/or observable and that are consistent with the priorities identified during the needs assessment and the resources available? Do the objectives for each succeeding year represent incremental attainment of statewide career education programs? Did you find that your first-year objectives were too ambitious? Not ambitious enough? Review your objectives carefully in terms of each of these questions. It is very unlikely that you will have stated the most perfect and appropriate of all objectives when you wrote your plan. If you evaluated the first year of plan implementation, you should have evidence of whether your objectives were reasonable and appropriate.

It is not only acceptable but desirable for objectives for succeeding years to be modified based on the previous year's experience. Whether or not you decide to revise your objectives, consider the following points.

Objectives by the year

As you revise your objectives, present objectives for each year separately, even though some will be ongoing and some will not be completed until the end of the fourth or fifth year. The reader should be able to look at the plan and know exactly what is desired for accomplishment by the end of each year. In most cases, it is possible to describe long-term objectives in annual increments and to specify these. Charts listing objectives and showing timelines spanning two or three years do not provide adequate information about what one can expect by the end of each year; therefore, accountability is very difficult to maintain. List your objectives, year by year, even though some may seem repetitious.

Career education throughout the state

Five years should be adequate time for a state to achieve full integration of career education in the LEAs of the state. If it has not accomplished this by the end of five years, it is unlikely that future efforts will make much difference. The objectives should therefore reflect an incremental progression toward full integration throughout the state. Don't promise too much too soon. On the other hand, don't plan to move so slowly that career education will be implemented in only 20% of the LEAs in the state by the end of the fifth year. The goal should be comprehensive career education programs in all the schools of the state by the end of the fifth year.

Consistency

Again, we are faced with the need for consistency. Check your objectives to make sure they are consistent with your conceptual base (including philosophy and definition of career education), your desired learner outcomes, your needs assessment instruments, and your priority needs. Priority needs form the base for your objectives; so if they were revised, objectives should also be revised.

Address priority needs

Not only must there be consistency between the objectives and the priority needs, but each of the priority needs identified as reasonable to attain with the resources of the state (including time constraints) should be represented in at least one objective. You identified student, societal, resource and staff development needs. Objectives must translate these needs into state level actions and outcomes. Your state objectives reflect awareness of the LEAs' needs for training and/or technical assistance for meeting each of the priority student needs. For instance, if a priority student need is competency in decision-making, a state objective might be to train LEA representatives in techniques for teaching decision-making skills to students.

Outcomes as well as processes

Most state plans analyzed during the Assessment of State Plans for Career Education project contained only process objectives. Perhaps this was true of your state plan. Now that you have had at least a year of experience with your plan, you should be ready to state what will be the outcomes of those processes. Be sure that outcomes begin with stating the person or persons who will be changed by state intervention (e.g., LEA representatives) followed by an action verb that indicates what that person will be able to do, think, know, feel, or intuit as a result of the intervention (e.g., LEAs in Region 9 will be able to demonstrate appropriate techniques for teaching career decision-making skills to secondary students).

Attainable objectives

Don't promise anything you can't deliver. Be sure that the objectives are attainable within the designated time and with reasonable use of resources, and that they are measurable and/or observable.

LEA adoption

State intended outcomes in terms of LEA adoption. If state efforts do not result in increased/improved career education in the LEAs, career education will not be achieved.

Program maintenance

Include objectives that are concerned with maintaining the program (personnel, facilities, public relations, etc.).

Who participated

Indicate which groups participated in developing the statement of objectives, e.g., SEA staff, LEA administrators, State Career Education Advisory Council, etc.

Checklist

CHARACTERISTICS OF MODEL OBJECTIVES OF THE STATE PLAN

Yes	No	
___	___	The state plan objectives are measurable and/or observable.
___	___	The state plan specifies objectives consistent with revised (or validated original) priorities.
___	___	The objectives represent incremental attainment of statewide career education programs.
___	___	The objectives reflect awareness of the LEAs' needs for training and/or technical assistance for meeting each of the priority student needs.
___	___	The state plan contains outcome objectives (how individuals will be different as a result of the state program) as well as process objectives (what the state will do to achieve these outcomes).
___	___	Outcomes include a measure of LEA implementation of career education programs.
___	___	The state plan includes objectives that are concerned with maintaining the program.

Chapter VI

IMPLEMENTATION STRATEGIES

Even if your review of your state plan did not result in changes in philosophy, conceptual base, needs assessment, etc., it is unlikely that you could have gotten to this point of your review without finding some need for change. Even if your state plan had been perfect (and none were) changing times, changing needs, changing interests and concerns, as well as new issues will have rendered parts of your plan obsolete. Therefore, you need to take a long, hard look at your implementation strategies to determine whether they are still appropriate and are the most effective and efficient strategies that could be employed. The strategies state how you intend to achieve your objectives--what strategies and resources you will commit to implementation each year. You know by now which worked and which didn't.

Display chart

You may have described your strategies in narrative form, but this section lends itself particularly well to chart format. In using a chart form, you are less likely to omit components necessary for describing what will take place. A good procedure is to list a single objective at the top of a page and then make columns across the page indicating strategies in one column, persons responsible for implementation of the strategy in another column, material resources needed in another column, financial resources needed in another column, and timelines and locations in still another column (see Figure 2). Any graphic display of this information is acceptable, but all components listed herein should be displayed.

In some cases, a single strategy may be repeated at several times for different objectives. Various persons may be responsible for implementation of the strategies, but you do need to list persons responsible and the material and financial resources needed to implement the strategy. This provides a basis for verifying the reasonableness and progress of your plan.

Multiple approaches

It is important that your strategies reflect multiple approaches which represent a very real reaching out to LEAs, either directly or through intermediate education agencies (IEAs) to ensure that all LEAs in the state have an opportunity to benefit from the assistance provided by the state. At this point, it would be important to indicate that not only will retraining be addressed, but that there will be collaboration with training institutions so that preservice training is also affected by the state's efforts. Training, technical assistance, guidelines, materials, resource guides, etc., are all appropriate for inclusion in the strategies. Implementation strategies should reflect the place of continuing education and recurrent education in career development.

Check to see that your strategies reflect movement on the part of the SEA staff rather than expecting LEA persons all to come to

Figure 2*

2.0 PROGRAM ANALYSIS

State Plan Goal: All curricula will reflect the career education needs of students.

Administrative Commitment: Cause to be developed materials and curriculum information which can be used by teachers and curriculum supervisors in local schools, K-12.

PROGRAM OBJECTIVE	ACTIVITIES	PERSON(S) RESPONSIBLE	PROCESS/PRODUCT EVALUATION CRITERIA	TIME LINE					
				78	79	80	81	82	83
2.1 The SEA will identify strategies to assess program needs of curriculum, teachers, administrators, support staff, parents, employers, business, industry, labor, and community representatives as participants in the implementation of career education, K-12.	2.1.1 Coordinate the identification of materials developed through IEAs, LEAs, and special career education projects to conduct needs assessment of program components needed to implement career education, such as: . staff development . infusion strategies . curriculum revision . career guidance services . community resource systems . management and planning . evaluation . dissemination	Needs Assessment and Evaluation Coordinator	2.1.1 List of identified materials		△				
	2.1.2 Review identified resources on criteria of sex and race stereotyping, appropriateness for special populations, and clarity.	Needs Assessment and Evaluation Coordinator	2.1.2 Review forms on file, with notation of appropriateness of resources		△				
	2.1.3 Disseminate bibliogrpahy of identified materials to IEAs, LEAs, and others upon request.	Staff Development Coordinator	2.1.3 Record of recipients and dissemination dates		△	△	△	△	△
2.2 The SEA will provide resources to IEAs for staff training in the use of career education program analysis strategies to assess the needs of students, teachers, administrators, support staff, parents, employers, business, industry, labor, and community representatives as participants in the implementation of career education, K-12.	2.2.1 Identify necessary competencies in the use of program analysis strategies.	Needs Assessment and Evaluation Coordinator, Staff Development Coordinator	2.2.1 List of competencies		△				
	2.2.2 Survey competencies of IEA staff in use of programs analysis strategies.	Needs Assessment and Evaluation Coordinator	2.2.2 Completed surveys		△				

*This Figure is reproduced from the Texas State Plan for Career Education.

state headquarters for assistance so that all sections of the state are served. Be sure to provide services to isolated areas. Follow-up activities also need to be included.

Guidance and counseling

One of the most effective systems for delivering career education to students is through guidance and counseling programs. Strategies for implementing state objectives need to capacitate IEA and LEA staff members to design and manage effective guidance and counseling programs in their schools.

Advisory group

If your plan does not build your career education advisory group into your strategies--both as a reviewing and recommending body and with responsibility for specific activites, consider this approach now.

Wherever possible, select strategies or groups of strategies that can reach more than one objective. Use resources parsimoniously, including time and staff resources. Develop a Task/Talent/Time chart as described in the section on Needs Assessment to make sure that you have not overextended staff, time, or other resources, and that the calendar of activities is reasonable. Don't make these judgments in isolation. Check with the advisory group, with other SEA personnel, and certainly with some of the recipients of your program efforts (IEA and LEA staff members) to verify your selection of appropriate and potentially effective strategies.

Motivators

If you had a hard time getting your plan off the ground, include motivational activities--ways that administrators can both turn their staffs on to career education and can maintain their interest and enthusiasm.

Monitoring

Include strategies for monitoring the implementation of the plan and, where possible, build on strategies which are included in other programs.

Reflects reality

Strategies need to reflect the political, economic, and legal environment in which the program will be implemented. For instance, if there is no legislative mandate or support for career education, it would be imprudent to develop strategies that would require such support.

Bias and stereotyping

Effective strategies reflect continuous efforts to eliminate bias and stereotyping, to focus on equal opportunities for all regardless of handicaps and other individual differences, and to provide for individual differences in the rates of career development.

State curriculum guidelines

An important contribution that an SEA can make to career education is to design strategies that ensure that all curriculum guidelines, curriculum units, and other materials available from the SEA reflect the career education approach. As these materials are revised or

initially written, career education can be made a central theme. This helps ensure that school curricula will be socially fair, will avoid sex bias and stereotyping, and will reach all students at all levels in the state. Resources available from other agencies, both within the state and throughout the United States--resources that LEAs might use in implementing their career education programs--may be listed with the strategies.

Checklist

CHARACTERISTICS OF MODEL IMPLEMENTATION STRATEGIES

Yes	No	
___	___	Strategies for attaining each objective are presented.
___	___	For each strategy, persons responsible, material and financial resources needed, timelines, and locations are given.
___	___	Whenever feasible, a single strategy is used to accomplish more than one objective.
___	___	Strategies reflect multiple approaches which promise to reach all LEAs.
___	___	Strategies involve training institutions (preservice) as well as inservice.
___	___	Strategies reflect the place of adult, continuing, and recurrent education in career development.
___	___	Strategies include capacitating IEA and/or LEA representatives to design and implement comprehensive career guidance programs.
___	___	The calendar of activities for implementing strategies represents a reasonable and parsimonious use of resources (people, time, materials, and financial resources).
___	___	Strategies seek to eliminate bias and stereotyping.
___	___	Strategies include activities for motivating staffs to implement career education.
___	___	Strategies include activities for monitoring the implementation of the plan.
___	___	Strategies build on those employed in other programs (collaborative efforts).
___	___	Strategies reflect the political, economic, and legal environment in which the program will be implemented.
___	___	Strategies reflect inclusion of career education in curriculum guidelines, curriculum units, and/or other materials available from the SEA.

Chapter VII

STAFF DEVELOPMENT

In many of the state plans reviewed, staff development plans were only peripherally related to objectives and strategies. Now that you have had time to implement at least part of your staff development program, you have some idea about how it was received, how effective it was in capacitating participants, etc. Now check it against your newly revised (or validated original) objectives and strategies. Are the intended outcomes of the staff development program those that are needed to implement the strategies (which are designed to attain the objectives, which in turn relate to priority needs, philosophy and conceptual base)? The further you get with review of your plan, the more important it is to trace linkages backward and forward to insure a good "fit" among and between all parts.

Plan staff development activities and procedures for those members of your own staff with state plan implementation responsibility. The competency analysis referred to in the needs assessment section will have identified staff strengths and weaknesses and will serve as a base for determining who needs help in which implementation areas. For instance your original state plan may have stated that one strategy was to develop competency-based training modules focused on the various steps of the planning process, for use by the LEAs. Was this done? Effectively? Do the staff members involved in this activity possess the competencies needed to develop these modules, e.g., knowledge of the planning process; motivational writing style; artistic ability (for illustrations); ability to conceptualize and produce graphics; etc. Considerations for your staff development plans follow.

Needed competencies

One way to check on staff competencies is to break each strategy into competencies necessary to implement it, to ask each staff member to declare the level of his/her performance on each. Staff assignments to strategy implementation are made at least partially on the basis of this competency analysis. You probably have identified some needed competencies which none of your staff members possess to an adequate degree; these, then, will be the focus of your revised staff development efforts.

Content of staff development

Content, besides obvious content such as knowledge of occupational trends, might include such areas as:

- futures projections, e.g., linking students' short-range and long-range educational and occupational choices to alternate possible futures (political, economic, social, business, etc.).
- communication skills, e.g., listening and responding to students' attitudes and perceptions.

- community systems, e.g., establishing and maintaining linkage systems between schools and community agencies, such as business/industry/labor/professions/government, service organizations, parent groups.

- human services systems, e.g., establishing and maintaining linkage systems between schools and Human Resources Development offices, health agencies, financial assistance programs, legal advocacy groups.

- community development and community organization, e.g., assessing, improving and utilizing local government systems as these relate to or impinge upon students' career options.

- community mental health and related systems, e.g., services, populations served, identification of students needing such services, procedures for making appointments.

- organizational change and management, e.g., participatory management, collaborative team approaches, motivating reluctant colleagues.

Delivery systems

Whenever possible see that delivery systems for staff development are varied. College/university courses, workshops, independent study, on-the-job training, teaming with someone who has the competency, attendance at conferences, consultation, all are viable approaches. In your revised plan, specify how staff development needs were determined and how they will be met. Planned incentives for continuing staff development are important and can be effective in maintaining interest and motivation. Your schedule of staff development activities will reflect training only for those staff members who need to develop or improve the particular competency to be learned.

Checklist

CHARACTERISTICS OF MODEL STAFF DEVELOPMENT

Yes	No	
___	___	The intended outcomes of the staff development program are those that are needed to implement the revised strategies.
___	___	Staff development plans are based on relevant competency analysis.
___	___	Content of staff development includes attitudes and perspectives (e.g., future orientation, communication skills) as well as career content.
___	___	Delivery systems for staff development are varied.
___	___	The staff development section of your plan specifies how staff development needs were determined.
___	___	A schedule of staff development activities is included and reflects training only of those staff members needing to develop/improve a specific competency.

Chapter VIII

PROVIDING FOR ARTICULATION

Since we have made a point of the fact that career development is a continuing process and that career education should span the entire range of ages, it is important that you review your plan to make sure it reflects awareness of this by indicating the relationship of the state plan to career education activities in post-secondary, adult, and continuing education settings. Few state plans were strong on this component. Most merely declared that they would involve these settings in their implementation activities.

If you need to improve your plan in this area, you will find that one of the best ways to ensure coordination of efforts is to include active representatives of these agencies on your SEA advisory board. Perhaps you will need to change or expand the advisory board. List the advisory board members and their affiliations in your revised plan.

Training institutions

There is no point in planning for career education implementation throughout the state if the teacher/administrator/counselor training institutions within the state are not preparing the new trainees to implement the process when they are placed in the LEAs. SEAs have many avenues for affecting coordination and securing cooperation with the training institutions. In many cases, collaborative efforts are possible and, of course, these are most desirable. It is easy to say that you have no jurisdiction over the training institutions; however, your position within the state does give you the power to enlist the cooperation of these agencies. Your experience in implementing your plan will probably have convinced you of the need for collaboration and the openness of other educational groups to such collaboration.

Other state plans

Did your original state plan reflect an analysis of other state plans affecting post-secondary, adult, and continuing education, and the relationship of these plans to the career education plan? If not, such an analysis frequently can point the way for collaborative efforts; the fact that you have made the analysis may open doors for you.

Post-secondary and adult education

Again, we have a question of jurisdiction--whether or not you have sufficient jurisdiction over post-secondary and adult education settings to mount a monitoring and reporting system. Because these agencies do come under the jurisdiction of some arm or arms of the SEA, it should be possible for you to work with other units within the SEA to keep track of the extent to which post-secondary and adult and continuing education settings are supporting the implementation of the plan. Reporting this information to the various branches of the SEA will encourage coordinated effort.

If coordination with adult and continuing education programs has been established, your plan can now describe this coordination and how continuing coordination will be ensured.

Checklist

CHARACTERISTICS OF MODEL ARTICULATION WITH OTHER EDUCATIONAL INSTITUTIONS AND SETTINGS

Yes	No	
___	___	The plan reflects awareness that career education spans the entire range of ages by indicating relationship of the plan to career education activities in post-secondary, adult, and continuing education settings.
___	___	Active representatives of adult, post-secondary, and continuing education settings are included on the career education advisory board.
___	___	Plans are included for ensuring that teacher/counselor/administrator trainees are learning to implement career education in the schools.
___	___	The plan reflects analysis of relationships of the career education plan to other state plans affecting post-secondary, adult, and continuing education.
___	___	The plan describes efforts to coordinate with post-secondary, adult, and continuing education settings.

Chapter IX

PROGRAM MANAGEMENT AND IMPLEMENTATION

A plan may look good on paper, be consistent and comprehensive, and still not be effective when implemented. Two ingredients are needed to transform the plan into a program: management and implementation. On the surface, these two components seem so obvious that they frequently fail to command the amount of detailed attention needed. Although they will be treated separately here, the two functions interface to bring the plan to an operational level. Read these guidelines carefully and review this section of your state plan to determine whether it needs to be strengthened.

Management

Administering the plan

No plan can be effective if it is not adequately managed. An adequate management system for administration of a state plan includes a staffing chart with lines of authority and responsibility clearly outlined; names, qualifications, and responsibilities of each individual; management strategies to be evaluated; and methods to be used for achieving this evaluation, for reporting the findings, and for using the evaluation findings in refinement of the management plan. Is such a management system included in your state plan? If so, was it functional? If it was functional you certainly found need for changes. Also, since you now have revised earlier sections of your plan, you will need to make sure that these revisions are reflected in your management plan.

Staffing

Make one person responsible for managing implementation of the plan. This person's qualifications, authority and responsibility need to be displayed in a written management plan which is distributed to all staff members who have implementation responsibilities. A staffing plan sufficient to implement the program is presented, with responsibilities clearly delineated. Consultants, IEA and LEA persons to be involved in plan implementation are also listed. A T/T/T such as that suggested in the needs assessment section will help you deploy your staff, assigning each person to the area(s) in which she/he has the strongest competencies. List strategies for managing implementation of each objective, and indicate who will be responsible for the strategy, and how successful performance will be determined.

Timelines

Besides timelines for strategies to meet objectives, there need to be timelines for management strategies. Check points, decision points, and revision points should be specified.

Resources

Does your management plan include resources to be committed to implementation of the plan: financial, time, material, and technical

resources? If there is any contingency upon which implementation of the plan rests (e.g., the amount of money received under P.L. 95-207 will determine the extent of implementation of the plan) this contingency should be clearly stated, with a fall-back plan that will be followed if necessary.

Implementation

Again a Task/Talent/Time chart (T/T/T) is helpful to insure that nothing in the plan is overlooked, that everyone is clear about who is responsible for what and within what time frame, and that the resources available are adequate to accomplish the planned activities. It is important to communicate administrative support in order to secure staff commitment.

Involvement from the field

If your plan does not already do so, revise it to suggest how the field is to be involved (IEA and LEA representatives, the business community, organizations and agencies), and provide for feedback from those who will receive program services. This section of the plan should make it clear how the plan is to become operational. Again, timelines are imperative, as are procedures for informing/inviting/encouraging/orienting IEA and LEA representatives to participate in program activities and services. Specify how program activities will be scheduled and the likely conditions under which they will be delivered.

An effective implementation plan conveys a spirit of encouragement of alternatives instead of a program to be imposed from the top. It conveys a feeling of support in terms of what the plans offer LEAs.

Checklist

CHARACTERISTICS OF MODEL PROGRAM MANAGEMENT
AND IMPLEMENTATION

Yes	No	
___	___	The state plan contains a management system.
___	___	The management system includes a staffing chart with lines of authority and responsibility outlined.
___	___	The plan names individuals and presents their qualifications.
___	___	Strategies for evaluating effectiveness of the management plan are presented and appear to be adequate.
___	___	Plans for using evaluation findings to refine the management system are presented.
___	___	The management plan has been functional and effective.
___	___	The plan names the individual with primary management authority and responsibility.
___	___	Timelines for management check points, decision points and revision points are given.
___	___	The management plan includes resources to be committed to implementation of the plan.
___	___	If degree of implementation is contingent on funding, a fall-back plan is presented.
___	___	A task, talent, time (T/T/T) chart for implementation of the plan is presented and is consistent with the objectives.
___	___	Involvement of educators and others outside the SEA in the implementation of the plan is suggested.
___	___	Procedures for motivating IEA and LEA representatives to participate in implementation of the state plan are included.
___	___	The implementation strategies communicate support of LEA career education efforts, rather than imposition of program.

Chapter X

EVALUATION

When you came to the point of evaluating your state plan it probably became obvious that your statement of objectives was a key task in plan development. If all your objectives were process objectives--statements of what the state department was going to do (e.g., hold regional workshops, develop curriculum guides) the evaluation focused on whether these things were done. The question of whether the workshops or curriculum guides made any difference to career education in the state was left unanswered.

If, on the other hand, your objectives included desired outcomes (e.g, "IEA coordinators in each region of the state will demonstrate proficiency in developing a local plan for career education"), your evaluation focused on the effects of SEA program activities, as well as on the processes followed. Check your plan's evaluation section, as well as results of your evaluation, to determine what modifications are needed in this part of the plan.

It is not enough just to list all the good things that the state is going to do. The state must also indicate how the effectiveness of the strategies and the resources will be determined. Each of the strategies you list has a cost. It is important, therefore, to determine the effectiveness of the implementation of each of these strategies to verify its cost efficiency. Describe procedures for monitoring the completion of the activities which make up the strategy and for determining and recording the effectiveness of the strategy.

Your evaluation plans should involve SEA staff members, IEA and LEA representatives, advisory group members (and others as appropriate) in determination of evaluation needs. For instance, if the state department's vocational education unit is cooperating with the career education unit in providing technical assistance to LEAs for the development of local plans for career education, the vocational education staff may need to know whether their involvement clarifies or confuses the issue of the role of each unit in the state department. This need for a specific type of information gives direction to data collection and instrument selection. Other needs will give other directions. Needs will have changed since the plan was written and it is important that you look at all the needs of all the audiences who will make decisions based on the evaluation.

Input Evaluation

Input evaluation involves assessment of the staff skills and attitudes and of the resources available for developing and implementing career education programs. Input evaluation serves structuring decisions by projecting and analyzing alternative procedural designs.

Input evaluation is conducted early in the planning process to inform development of strategies. For instance, if input evaluation reveals that no SEA staff members have the skills necessary to present effective planning workshops for LEA coordinators, or that LEA coordinators' attitudes toward planning workshops are so negative that they will not attend, or that there is a nonprofit R&D agency in the state that has developed a competency-based self-instructional planning module that is available without cost--your procedural design will be affected. Perhaps you planned to coordinate training activities with another educational unit that has a periodic training program for LEA staff members already in place, but input evaluation shows that the other unit feels that such coordination would be an infringement on their training time. Or perhaps you'll find that the financial resources available are not adequate to take the training package to all sectors of the state. Without input evaluation you might have planned many inappropriate activities.

Input evaluation continuous

Input evaluation continues during and after program implementation as you take a close look at the contribution of each input to attainment of the objectives. In other words, how effective were the state curriculum guides in encouraging the infusion of career education in specific subject areas in the classroom? How much difference did the state incentive grants make in the development of career education plans? Were the state career education resources (programs, materials, curriculum units, etc.) useful to LEAs in implementation of their programs? These and other questions can be answered by use of inventories, questionnaires or surveys. Some can be answered by observation or by examination of records. But they must be measured. To adequately assess the effectiveness and efficiency of your career education program you need to know what the inputs were, and whether they were effective.

Process Evaluation

Information needs

Your plan probably did describe how the processes followed would be evaluated. In other words, these were procedures for recording whether the strategies were implemented as planned. But did the procedures provide for recording any discrepancies from the plan, including changes in time, personnel, resource activity, etc.? If not, such provision should be written into the revision. Attend to collecting a wide range of data on organization, clients, milieu, activities and planned and unplanned immediate outcomes, to measure the implementation process.

Outcome Evaluation

Since desired outcomes of your strategies either stated or implicit in your revised objectives probably differ somewhat from those in your original state plan, it is important that you build in procedures for evaluating the extent to which these outcomes have been attained.

Outcomes are changes in behavior. They are not processes. If, for instance, one of your objectives is that representatives of all LEAs in the state will be able to design a plan for career education within their LEA, you will now need to specify how you will determine that they are able to do this. The determination may be by having LEAs rough out a plan at the end of a workshop or by having LEAs submit plans to the state at a later date. There are also other ways that this could be determined. At this point, specify how the attainment of the revised outcomes will be determined. Present a rationale for selecting the specific instruments you will use. Whereas descriptive and judgmental data may illuminate certain aspects of the program, they are not enough. Demonstration of changed behavior is needed.

Criteria for Evaluation

If you are revising your state plan to comply with requirements of P.L. 95-207 you probably have noticed that the law requires you to define the criteria for evaluation. The criteria are the indicators the state will use to determine the effectiveness of the plan in meeting its objectives. Provide criteria for evaluation of each major objective defining levels of achievement that will be acceptable.

Criteria could include such indicators as the following:

- Evidence of a functional and functioning career education advisory group.
- Curriculum guides supporting infusion of career education.
- Reports of competencies gained during staff development activities.
- Results of statewide career awareness testing program.
- LEA budgets reflecting expenditures related directly to career education objectives.
- Number or percent of LEAs submitting reports of implementation activities.

Procedures for Using Evaluation Data

Hopefully, you are using your own evaluation data, plus this Guide, to revise your plan. There is no point in gathering evaluation data if they are not used. If you have not already done so, list procedures for analyzing the evaluation data, for reporting the analyses to members of the management team, and for revising plans based on evaluation of the effectiveness of each major program component.

No product or program is perfect the first time it is produced; therefore it is very important to use the evaluation data you have generated for review and revision of the state plan. There is no question that such use of the evaluation data will result in more efficient and effective strategies and/or deployment of resources, and, in most cases, a cutback in resource needs. Since categorical funds for career education may not be available after a few years, it behooves us to refine our plans as we go along to make them cost efficient.

Checklist

CHARACTERISTICS OF A MODEL EVALUATION SECTION

Yes	No	
___	___	The evaluation plan includes input, process and outcome evaluation.
___	___	There are evaluation procedures for all major desired outcomes implicit in program objectives.
___	___	The evaluation plan includes a monitoring system to track implementation.
___	___	Evaluation will present evidence of the effectiveness of individual strategies.
___	___	The evaluation plan involved SEA, IEA and LEA representatives, advisory group members, and appropriate others in determination of information needs.
___	___	Rationales for selecting specific evaluation instruments are presented.
___	___	Evaluation instruments furnish evidence of changes in program participants.
___	___	Procedures for using evaluation data are detailed.
___	___	Plans for revision of state plan are based on evaluation of the effectiveness of each major program component.
___	___	The plan contains criteria for evaluating the effectiveness of the plan in meeting its objectives.

Chapter XI

DISSEMINATION

One of the reasons that it has been difficult to secure cooperation from other agencies that might help us with our educational programs is that we have not kept them adequately informed about what we are doing and about our successes. Since career education in its most effective form is a cooperative effort of schools and community, it is imperative that we keep the various publics in the state informed about the status of career education and its effects on the career development of students. Review implementation and effectiveness of the dissemination section of your plan, and revise as needed.

Target of dissemination

Revised dissemination plans should be detailed, with strategies, timelines, persons responsible, resources to be used, costs, etc., just as strategies for implementation of the plan were detailed. Specify the targets of the dissemination. These targets include teacher/administrator/counselor training institutions, adult and continuing education, business, labor, industry, professions, government, and other segments of the community, school personnel, parents, and students. Employ a range of dissemination strategies. Seldom will a mail-out to any of these populations have very much impact; as a matter of fact, mailed information frequently receives so little attention that it does not constitute dissemination at all. Here is an opportunity to be imaginative, using varied modes, e.g., printed materials, workshops, community meeting presentations, public service announcements. Different levels of dissemination include introduction/orientation, analysis, incentives, and application. Specialized change agents may be used. Since the community wants to be involved in career education, this is an opportunity for you to include various media sources and various groups, agencies, and individuals in disseminating information about career education practices, products, and results.

Dissemination schedule

Display your dissemination strategies in such a way that you can indicate not only how the dissemination will take place, but also when and in what sectors of the state. Identify persons responsible for implementation of each dissemination strategy.

Potential users

Besides disseminating information about career education to a variety of publics, you will employ specific and intensive dissemination strategies with potential users. Specify the manner in which career education plans, programs, and materials are to be disseminated, shared, and interpreted to local users and procedures for determining the influence of the plans on local plans and programs. Make sure your plan provides procedures for interpreting the plan and its purpose to recipients and intended users and for assisting them in turn to interpret the plans to others in their district and community.

It is also prudent to provide evidence that choice of procedures for dissemination is based on demonstrated effectiveness of alternative types of procedures and on decisions regarding cost effectiveness.

Checklist

CHARACTERISTICS OF A MODEL DISSEMINATION SECTION

Yes	No	
___	___	A dissemination plan, including dissemination strategies, is presented.
___	___	Timelines, persons responsible, costs and resources to be used for dissemination are specified.
___	___	The targets of the dissemination are listed and represent a range of school and non-school populations.
___	___	Creative and potentially powerful dissemination strategies are used.
___	___	A range of dissemination strategies is proposed.
___	___	Other groups are scheduled to assist in dissemination efforts.
___	___	A schedule of dissemination activities shows when and where dissemination strategies will be implemented.
___	___	Effective dissemination strategies are planned for reaching potential users.
___	___	Evidence is presented that dissemination strategies were chosen because of their demonstrated effectiveness.

Chapter XII

BUDGET

During the recently completed Assessment of State Plans for Career Education project staff found that the budget section of the plans was the weakest section across states. Some plans presented no budget at all. Many did not relate costs to objectives and/or strategies. No plan is complete without a budget. Since most school districts prepare their budgets by program component such as administration, staff development, instructional materials, etc., presentation of funding needs for each year of the plan could be arrayed along these same dimensions. If, on the other hand, it is easier to budget by objective or even by strategy, this is acceptable, but the funding information is best summarized and presented separately. Presentation of this section (content and format) will be determined somewhat by requirements of specific funding agencies; therefore you may need to revise your budget several times to comply with requirements of each funding agency.

Budget by the year

Your revised plan will present a budget for each year of the plan in such a way that it is clear how the various monies will be expended and what strategies and objectives they will support. Accompany the budget by a rationale explaining any constraints in resources as well as reasons for what might seem to be unusually high costs. The rationale will help the reader determine whether the costs for implementation are realistic. It is important that you attempt to implement your plan with as little cost as possible, still guaranteeing effectiveness.

Funds available

We all know that future funding is not much more than conjecture. However, we must show that we have commitment to implementation of the state plan and faith in the state and federal agencies' ability and willingness to support this commitment. Specify all the funds available currently from the state and funds expected to be available from the state. For instance, it is possible that some funds from other budgets such as the vocational education, pupil personnel services and special programs budgets might support some of the components of your plan, particularly if those arms of the SEA are collaborating with you on delivery of these strategies. Carefully examine the budgets of all branches of your SEA as well as their plans and see where you can tie in with their activities in order to get the most impact out of funds available. Look also at federal sources of funds, such as the P.L. 95-207 funds, which hopefully will be available for five years, and at other federal sources of funds such as the Title programs. Relate these expected sources of funds to budgetary needs. Be sure to specify categorical allocations in the state budget.

Special budgetary formats

If and when you plan to submit your state plan to a funding agency (e.g., to OCE for funds under P.L. 95-207) be sure to scrutinize the legislation and the rules and regulations for specific content, format, constraints, etc., and prepare your budget accordingly.

Checklist

CHARACTERISTICS OF A MODEL BUDGET SECTION

Yes	No	
___	___	The plan includes a budget which displays amounts of funds committed to implementation of the plan, including sources and amounts budgeted for expenditures.
___	___	The budget is presented by program component or by objectives or strategies.
___	___	The budget section reflects the content and format required by the funding agency.
___	___	The budget is presented for each year of plan implementation.
___	___	A rationale explaining constraints in resources and/or what might appear to be unreasonably high costs is presented.
___	___	The budget reflects a cost efficient approach to program implementation.
___	___	Funds available from both federal and state sources are displayed.
___	___	Collaboration with other state units, with sharing of budgetary costs, is presented.

Chapter XIII

TECHNICAL ELEMENTS

You may have been under time pressures when you completed your state plan under P.L. 93-380. You may not have had time to attend to technical elements. In any case, a review of the total plan is in order at this point to see whether the plan's technical aspects can be strengthened. It is possible for your state plan to address all the components described in the previous pages and still not communicate well. The problem usually is a failure to give adequate care to the technical elements of the writing and presentation of the plan. Following are some of the technical elements requiring your attention.

Communicability

If your state plan is to communicate well with different audiences, it needs an advance organizer and informative and readable executive summary in which the objectives and organization of the document are clearly laid out. Attention should be paid to readability by a wide range of possible audiences and to logical flow, not only from one component to the next, but within each component. A table of contents is a useful key to the product and a summary section is recommended. Make the style consistent. Consistent format for headings and subheadings, and consistent labels for figures and examples, add to the communicability of the document. Attend to grammatical correctness, to consistency in punctuation and capitalization (e.g., if state is capitalized in one place it should be capitalized throughout the document). Typographical errors not only are distractors, but also they sometimes change the meaning (e.g., substituting "of" for "for").

Usefulness

Usefulness is closely correlated with the degree to which the relevant information is presented in a usable manner. Criteria of usefulness, which you might apply in developing and reviewing your plan are: practicality, compatibility, durability, diversity, feasibility, flexibility, and user-centeredness.

Scholarship

Although it seems a simple matter, lack of scholarship in presentation of your plan can greatly detract from its communicability and its appeal. The plan must reflect integrity and systematic thinking in its design, execution, and presentation. The writing style should be consistent. If it is necessary to have various individuals prepare separate parts of the document, one person should put it together in that person's style.

R&D Process Adequacy

Present evidence that good R&D processes were used in developing the state plan, e.g., there were investigations of alternative approaches, systematic collection of feedback for improving the plan, and validation of plan effectiveness.

Accuracy

Accurate and current content with statements that are defensible and are supported by relevant evidence will contribute greatly to the technical quality of your document. Present issues in a representative non-biased manner with the most significant aspects of each topic receiving major focus. Key points stand out and examples and applications are included.

Variations Affecting Outcomes

Attend to variations in the plan's organizational structure, client audience, social milieu, and/or activities either planned or the result of material circumstances which may influence differences in immediate and ultimate outcomes of the state plan.

Equity

Use the generic he/she or avoid this construction by using the plural pronouns whenever this does not change the meaning. Neutral terms are used instead of man, that is, human resources instead of manpower. Avoid demeaning usage and be sure to display equal representation. Include fairness issues and avoid stereotypic roles in descriptions and assignments.

Finally, make sure that the layout is attractive and that charts or other visuals add to the communicability of the document. Keep in mind the various audiences to which the document is addressed.

Checklist

CHARACTERISTICS OF MODEL PLAN TECHNICAL ELEMENTS

Yes	No	
___	___	An advance organizer is presented as an introduction to the state plan.
___	___	An executive summary precedes the main text of the document.
___	___	The document is written at a level appropriate for a wide range of possible audiences.
___	___	The logical flow of the document is evident.
___	___	A table of contents is included.
___	___	The writing style and format are consistent throughout the document.
___	___	The document is grammatically correct, punctuation is consistent, and there are no typographical errors.
___	___	The relevant information is presented in a usable manner.
___	___	The document reflects a scholarly approach to the development of the plan.
___	___	Evidence of good R&D processes in the development of the state plan is presented.
___	___	Statements are accurate and non-biased.
___	___	Key points stand out and examples and applications are included.
___	___	The generic she/he and neutral terms are used.
___	___	Fairness issues are addressed.
___	___	The layout is attractive.

Chapter XIV

LEA GUIDELINES

Very few states included in their state plans a separate section on guidelines for LEAs to follow in developing/refining local plans for career education. State plans for career education are meaningless unless they facilitate development and implementation of LEA plans for career education. The whole purpose of a state plan is to define reasonable parameters for LEA programs and to provide leadership and technical assistance in the career education efforts of the state. Because there are no models for LEA plans for career education it can be anticipated that LEAs will either look to the state for a set of guidelines for developing their plan or will try to adapt/adopt the state plan as their own. Since the desired outcomes, strategies, and other portions of the state plan differ considerably from what would be appropriate in an LEA plan, state leadership is best provided by development of guidelines for developing LEA plans for career education. If your state plan contained LEA guidelines, check the guidelines against the suggestions in this chapter. If it did not, consider developing such a section.

Guidelines are most helpful when they address each of the components that have been discussed in the previous sections of this Guide, but define those components in terms of LEA rather than SEA focus. For instance, objectives will not be in terms of competencies to be gained by LEA or IEA staff members, but rather competencies to be gained by students as a result of the local career education program. Strategies, instead of featuring such activities as regional conferences, will focus on classroom activities. Variation in populations served will also be much more striking at the local level than at the state level. Differences in abilities, presence of educationally handicapping conditions, differences in career development pace, etc. need to be addressed at the local level.

It is not the intention of this document to develop LEA guidelines for the states, but rather to point out to the states a few important considerations.

Philosophy

Just as you examined and crystalized the state philosophy and refined the conceptual base and definition for career education in the state, so you will need to give some direction to LEAs for their completion or refinement of this section of their plan. LEAs developing their plans should be reminded to review their philosophical statements as contained in the district's official documents, including applications for categorical funds. They need also to review the various conceptual models of career education that are available to them, to adopt or adapt the one most appropriate for their particular population of students, or to develop their own conceptual statement consistent with their philosophy. The state can help with this component by listing sources of definitions and models, and by providing examples.

Needs Assessment

The state's experience with needs assessment will suggest procedures, instruments, and possible problems and solutions that might help LEAs develop or refine this component of their plan. Remind the LEAs that the needs assessment instruments must reflect the philosophy, conceptual base, and definition of career education that appeared in their first section. The instruments and procedures are expected to address the needs of students at all levels, to include the special needs of handicapped, culturally disadvantaged, and other educationally disadvantaged students, and to be administered to representatives of all groups having a stake in the education process. This will include students, staff members, parents, and community organizations, agencies, businesses, etc. LEAs will also need help with the details of planning a needs assessment, of data collection and management, and of priority setting.

Just as the state conducted assessments of needs for resources and staff development, so also should local needs assessments address these areas. Witkin's 1978 document on needs assessment is an excellent source for use by LEAs just as it is for SEA use.

Remind the LEAs that current program assessment needs to be designed in such a way that all persons involved in the formal education of the students have an opportunity to declare which of the desired outcomes are being addressed by current programs. An analysis of what is going on in career education in the LEA will suggest priority objectives.

Objectives

This is the area in which the LEAs will need the greatest help as the objectives will depart considerably from those contained in the state plan. Refer to the state's learner outcomes in the first section and suggest that the LEA use these learner outcomes as a point of departure. However, those outcomes will have been fairly global statements of knowledge and skills students are expected to be able to display usually upon leaving educational institutions. The LEA should be encouraged to write objectives for specific grade levels--objectives appropriate to the career development levels typical of that age group. Unless the objectives are designated by age or grade level it is possible that they will not be implemented as planned. The objectives should reflect a developmental approach rather than a remedial one and should be planned to reach all students. Objectives will define student outcomes which a) are attainable using allocated resources; b) have been reviewed by subject matter specialists; c) show relationships between course work and future alternatives; and d) include affective

as well as cognitive outcomes. Objectives for special students (if they are different from those for the regular students) should be specified.

Strategies

Because there are many curriculum guides, learning units, commercially published and locally developed career education materials and programs, LEAs frequently have difficulty making choices among those available. State leadership is best expended by providing information about effective programs, practices, and materials. Encourage LEAs to provide experiences for their students instead of merely providing information. To achieve true education we must remember that there is no impression without expression and that little learning takes place unless what is happening in the school reaches the level of being experienced. Only strategies that will facilitate and enhance personal choice and responsibility on the part of the students will achieve true career education.

Strategies need to provide for individual differences in rates of career development. While there are common developmental stages which can be observed and described, individual differences in progressing through these stages can be expected and LEAs need to plan for these differences. A variety of strategies arrayed across the various student levels will guarantee that no students will be denied career development opportunities.

Strategies must reflect equal opportunities for all students and must address the problems of bias and stereotyping with viable activities for eliminating bias and stereotyping.

There are a number of suggestions that will help LEAs in the development of their strategies. A few of these suggestions follow:

- include experiential learning outside the classroom
- infuse career education into the regular curriculum
- provide a scope and sequence compatible with career development theories
- provide for articulation: elementary, secondary, and post-secondary programs in a comprehensive career education system designed for all learners regardless of differences in career development rates or levels, physical, cognitive or emotional development levels, and abilities/disabilities
- recognize classroom teacher as central to the delivery of career education, provide experiences that are future-oriented, and provide for continuing curriculum modifications to meet emerging student needs

- provide for alternatives and learning activities designed for use with groups characterized by extremely different philosophies, by teachers with different teaching styles, and by students with different motivations, interests, and abilities
- build on relationship between education and work
- include a career education community action council
- reflect political, economic, and legal environment in which the program will be implemented
- include plans to ensure timely start-up at the beginning of the school year
- build on strategies which are part of other programs

Central to the LEAs' section on strategies should be provisions for career guidance, counseling, placement, and follow-up. Although guidance counselors may be central to the processes in this area, all staff members would need to be involved in the delivery of these programs and services. The section on strategies will recognize changing roles and the fact that a developmentally-oriented program cannot be effectively implemented on a drop-in basis. The counselor will provide systematic professional assistance in career development, will provide consultation to teachers, and will team with teachers in presentation of career development programs.

Whereas many documents treat counseling and guidance as a separate program, if we are to reach all students, we must see guidance as a strategy for delivering the content and processes required to facilitate the career development of individuals and to enhance the students' personal choice and responsibility. Examples of programs that work in your state will be helpful at this point.

Staff Development

Again the state's experience in developing its own plan can help set an appropriate perspective for LEAs. Staff development should be planned specifically to provide for staff members those competencies that are needed to deliver on the desired student outcomes that have been identified and prioritized. This is a place for you to tell the LEAs the kinds of technical assistance, workshops, materials, etc., that you can provide to aid in their staff development programs and to suggest to them other sources of staff development for their staffs.

Administration and Implementation

Now that you have reworked your own management plan, it should be comparatively easy for you to outline for the LEAs an ideal management plan for administration and implementation of the local career education plan. Stress the importance of timelines and development of staff in terms of responsibilities for delivery on specific strategies. Also stress the importance of documentaion of any deviations from the plan and suggest that they consider environmental factors and relationships including attitudes toward change, role of change agents, role of consultants in change process, legal constraints, role of leadership, experimental model, etc.

Evaluation

Evaluation is probably the weakest aspect of local educational programs. Considerable state leadership will be needed in this area. Greatest help can be given by examples of appropriate student outcomes and how the attainment of the outcomes might be evaluated at the local level. It is particularly important that LEAs build in procedures for gathering baseline data for determing comparison standards, for evaluating the extent to which they reach their objectives and to report these findings to the state. Strategies for evaluating implementation plans are also part of the evaluation process. The difference between process and outcome evaluation should be explained in the guidelines with suggestions as to how each might be achieved.

Dissemination

Local dissemination is quite different from state dissemination. Whereas the state has a responsibility for identifying and disseminating programs, practices, and materials at several levels (awareness, analysis, adoption) the principal purpose of local dissemination is to keep the various publics informed of what is going on in career education in the districts. A secondary reason for dissemination activities is to share with other LEAs the experiences of program implementation and evaluation. A section in the guidelines on dissemination will ensure that this particular component will not be overlooked as LEAs develop their plans.

Funding

If the LEA plan is being developed with P.L. 95-207 funds, you will have not only the opportunity but the responsibility to specify how the budget should be prepared in order to comply with the P.L. 95-207 rules and regulations. On the other hand, if the state is not providing funds to the LEA, the LEA may be allowed more flexibility in the preparation of its budget. At any rate, the budget should reflect the

cost of each component. The cost may be displayed by strategy as well. Boards of education will need to know how much it costs to implement each segment of the program. In other words, for each objective, the Board should know how much it will cost to achieve this objective with the target students.

Legal and Social Content Requirements

For many programs there are legal and social content requirements. For instance, P.L. 95-207 does specify that the plan must emphasize the elimination of bias based on ethnicity, race, sex, age, economic status, and handicap and that only instructional materials and activities free of bias and stereotyping should be used. The policies and procedures the LEA will follow to assure equal access of all students to the career education program need to be described.

Incentives

If possible, offer incentives for LEA development and implementation of career education plans. These incentives might be monetary incentives with federal or state money, or they may be professional incentives such as technical assistance, staff development, resource availability, etc. LEAs need to know what's in it for them.

Checklist

CHARACTERISTICS OF MODEL LEA GUIDELINES

Yes	No	
___	___	The state plan contains a section devoted to guidelines for LEA development/refinement of local career education plans.
___	___	The LEA guidelines address each of the components of the state plan, and indicate how the component is interpreted differently for LEAs.
___	___	The LEA guidelines stress the importance of relationships (linkages) between and among the conceptual base, the needs identified, the objectives, strategies, staff development, management, evaluation, etc.
___	___	The LEA guidelines stress the importance of providing for the special career education needs of special populations.
___	___	The importance of a management plan is addressed.
___	___	Treatment of evaluation is adequate to ensure viable evaluations of implementation of LEA plans.
___	___	Legal and social content requirements are addressed.
___	___	The guidelines include incentives for LEA development and implementation of career education plans.